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ABSTRACT

A five-day adult basic education workshop was held at Somerville, Tennessee, in February of 1970 for 21 teaching and administrative personnel of the Fayette county Manpower and Economic Development Administration. This report of the workshop contains only: edited presentations of the instructional materials; group reports prepared by participants; and the results of the evaluation of the workshop. Instructional materials covered program planning, adult psychology, a teacher's self-appraisal, suggested lesson plan, use of printed materials, recruitment and retention of students, and curriculum development. Groups reported on implications of physiological and psychological characteristics of undereducated adults. A questionnaire was used to gather demographic data and participant reactions, followed by a faculty evaluation form and the Kropp-Verner Evaluation Scale. A pretest and posttest were given to determine the amount of cognitive change. Participants were likely to be female, under 40 years of age, Negro, having more than two years of experience in adult education but not possessing a college degree. They reacted favorably to the workshop and the quality of instruction. The average person gained a total of 24 points relative to cognitive knowledge. (EB)

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FACTORS AFFECTING THE PROCESS OF EDUCATIONAL CHANGE

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A RESOURCE DOCUMENT AND WORKSHOP REPORT BASED UPON THE FAYETTE COUNTY, TENNESSEE ADULT BASIC EDUCATION WORKSHOP.

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FACTORS AFFECTING THE PROCESS OF EDUCATIONAL CHANGE

Resource Document and Workshop Report

Based upon the Fayette County Adult Basic Education Workshop sponsored jointly by the Manpower and Economic Development Administration, The College of Education and Division of Continuing Studies of Memphis State University, Southern Regional Educational Board, Adult Education Division of the Tennessee State Department of Education, and Title I of the Higher Education Act.

Published March, 1970
Memphis State University
Memphis, Tennessee

PREFACE

The Adult Basic Education Workshop held at Somerville, Tennessee, February 5-6, 12-13, 20, 1970, was a joint effort of the Manpower and Economic Development Administration, Memphis State University, Southern Regional Educational Board, Tennessee State Department of Education, and Title I of the Higher Education Act.

This report does not cover everything that occurred during the workshop. It contains: (1) edited presentations of the instruction provided by the writer, both his own material and handouts that were used; (2) group reports prepared by the participants; and (3) the results of the evaluation of the workshop.

Twenty-one full-time employees of the Fayette County Manpower and Economic Development Administration attended the five day, eight hours per day, workshop. This included both teaching and administrative personnel.

The instruction revolved around determining the proper framework for program development and the many factors that have to be considered in planning a program.

The writer is indeed grateful to James McAlpin, Assistant Director of the Division of Continuing Studies, Memphis State University, and Clinton Windham, Director of Fayette County Manpower and Economic Development Administration, for their assistance and cooperation in arranging the workshop.

Further appreciation is expressed to Mrs. Annette Gilton for typing the study.

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CHAPTER I

INSTRUCTIONAL MATERIAL

All of the material presented in the workshop has been included in this publication. This includes material prepared by persons, other than the writer, that was used as handouts. All of this material has been edited so that it would not exceed the space allotted for this section. Even though the "short-forms" of the materials cannot be equated with the original versions, it is hoped that the editing process did not lessen the quality to a great extent.

PROGRAM DEVELOPMENT IN ADULT EDUCATION

by

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Change is inevitable. It is no longer a question of whether change will occur in modern day society but a matter of the direction of change. Since its inception, adult education has been involved in effecting planned change.

Adult educators are dedicated to the principle of effecting planned change, both in formal and informal surroundings. That is why those of you in adult basic education accepted the position in which you are now employed. Society saw the need for change and established the program framework under which you operate. You evidently felt that the change was necessary as you have committed yourself to this process of change.

With this kind of background, I would submit to you that your only purpose for developing a program is to bring about behavioral change --change in what people know, understand, feel, and do or better known in the academic realm as changes in the cognitive, affective, and psychomotor domains.

Before we examine the aspects of how to bring about these

behavioral changes, let us look at the opposite end of the continuum and examine why people resist change. Spicer stated that people resist change:

1. That they do not understand.
2. That is forced upon them.
3. That threatens their basic securities.[1]

To these, Boone and Quinn added two additional ones:

4. That is impractical.
5. Due to unsatisfactory relationships between the people and the innovator.[2]

Zander stated that resistance to change will be less likely to develop if the facts which indicate the need for change are gathered by the persons who are involved in the change.[3] These people must also be allowed to participate in decision-making relative to how the change should be implemented, what the change should be like, how people might perform in the new situation, etc.

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1 E. H. Spicer, Human Problems in Technological Change (New York: Russell Sage Foundation, 1950), p. 18.

2 E. J. Boone and E. H. Quinn, Curriculum Development in Adult Basic Education (Chicago: Follett Publishing Company, 1967).

3 Alvin Zander, "Resistance to Change--Its Analysis and Prevention," The Planning of Change, eds. Warren G. Bennis, Kenneth D. Benne, and Robert Chin (New York: Holt, Rinehart and Winston, 1961), pp. 543-548.

Cartwright indicated that information relating to the need for change, plans for change, and consequences of change should be shared by those to be affected by the change.[4]

This should be sufficient to emphasize that just because you as an educator feel that a person needs to change in one of the four ways mentioned previously does not necessarily mean that he feels the same way. If you are to overcome his resistance, you must involve him in the planning.

What I have tried to emphasize is that the purpose of any adult education institution, whether it be public school adult education, cooperative extension, religious adult education, manpower development training, etc., is to bring about behavioral change--change in what people know, understand, feel, and do.

The medium for effecting these changes could be termed a curriculum or program. For our purposes here, we will use the two terms interchangeably. Both are simply defined as instruments for purposive and intelligent action in effecting changes in people's knowledge, attitudes, and skills.

How does one go about the process of developing a program? We should not be primarily concerned with a prescriptive approach. Many problems arise and the solutions to many of these problems are unique to a particular setting. With a change in location and clientele, the same

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[4] Dorwin Cartwright, "Achieving Change in People," The Planning of Change, eds. Warren G. Bennis, Kenneth D. Benne, and Robert Chin (New York: Holt, Rinehart and Winston, 1961), pp. 698-706.

problems may necessitate different answers. This makes it impossible to establish a series of concrete solutions that will answer any questions that arise, regardless of the setting.

However, there are certain principles of curriculum and instruction building which will enable you to better understand the many complex problems involved and eventually be able to apply these principals to practical problems.

Let us now take a look at these principles and hope that they may be used as a guide for viewing, analyzing, and interpreting the instructional program with which you are working. To do this, we will shift our attention primarily to a reference entitled Basic Principles of Curriculum and Instruction by Ralph W. Tyler.[5]

There are four fundamental questions that you must answer in planning a program. These are:

1. What educational purposes should the institution seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can it be determined whether or not these purposes are being attained?

I am not going to answer these questions for you since the answers

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[5] The material for the rest of this paper was taken from Tyler's reference.

may vary from one situation to another, but I will try to give you some guidelines that may aid in your search for the answers.

Question I. What Educational Purposes Should the School Seek to Attain?

It could be said that a program without objectives might be considered similar to a shooting match without a target. When objectives are lacking, there is no sound basis for selecting content, appropriate materials, or instructional methods and techniques. It is also impossible to evaluate efficiently.

What is an objective? It is an aim or intent to change a learner within a specific content area. These changes are behavioral in nature and may be in the realm of increased knowledge, changed attitudes, or the acquisition of skills.

What is the source of good objectives? It would appear that there is no one single source of information. While there are probably others, it would appear that at least four sources are:

1. Study of the learner himself.
2. Analysis of his culture.
3. Analysis of contemporary life.
4. Recommendations of subject-matter specialists.

As you begin to study these four main sources of information, you, no doubt, will compile a long list of potential objectives. From this

list, a small number of important objectives should be selected since considerable time is generally required to change behavior patterns. The objectives should be attainable and really important. To select this small list of important objectives, it is necessary to screen all of the possibilities. Two major sources of screens are the institution's philosophy of education and what is known about psychology of learning.

How do you state objectives? Let us first examine some of the more common methods of stating objectives. The first of these is to state them in terms of what the teacher is supposed to do. For example, to present the multiplication tables. Statements of this kind may indicate what the instructor is to do, but they are not really educational ends.

A second form in which objectives are often stated is in listing topics, concepts, or other elements of content that are to be dealt with in a course. For example, the Colonial period, the Civil War, etc. These do indicate the content area to be treated, but they do not specify what the students are expected to do with these elements.

A third method in which objectives are often stated is in the form of generalized patterns of behavior which fail to indicate more specifically the area of life or content to which the behavior applies. For example, To Develop Critical Thinking, To Develop Appreciation, and To Develop Broad Interests.

An objective that is correctly stated will identify at least three basic things:

1. The learner.
2. The behavioral change desired.
3. The content area in which the behavior is to take place.

This differs from the traditional approach in that the emphasis is placed on the learner and desired changes in behavior rather than on what you as an instructor intend to do.

Question II. How Can Learning Experiences Be Selected Which Are Likely to Be Useful in Attaining These Objectives?

At this point in the planning process, a long list of objectives have been constructed and then sifted through the necessary screens to determine which are most relevant. It now becomes necessary to ask,"What learning experiences must be provided in order that the students have an opportunity to practice the kind of behavior implied in the objectives?" Learning refers to the interaction between the learner and the external conditions of the environment to which he can react. Learning takes place through the active behavior of the student--it is what he does that he learns, not what the teacher does.

I am trying to emphasize that learning is personal. The important thing is what happens to the individual as a learner, not you as a teacher. What must the student experience in order to change? This is far different from asking what methods are to be used. Methods are important, but learning experiences must be decided first.

What I am saying then is that the essential means of an education are the experiences provided, not the things to which the student is exposed (for example, two students: one listening and the other daydreaming). All of this implies that the student must be an active participant.

Question III. How Can Learning Experiences Be Organized for Effective Instruction?

In order for educational experiences to produce a cumulative effect, they must be organized so as to reinforce each other. This organization should revolve around three major criteria--continuity, sequence, and integration.

Continuity means that over a period of time there is recurring and continuing opportunity for the practice and development of skills. Make sure the learner has ample exposure; one exposure may not be sufficient.

Sequence is related to continuity but goes beycnd it. Something can recur again and again at the same level without progressive development. Sequence emphasizes the importance of having each successive experience build upon the preceding one but to go more broadly and deeply into the matters involved. It is moving from the simple to the complex or from elementary to more advanced levels.

Integration refers to developing a skill in one area in such a manner that the learner is provided the opportunity to see that that which is being taught has application in many areas.

Question IV. How Can the Effectiveness of Learning Experiences Be Evaluated?

Evaluation, simply stated, is a process of finding out "how well we did what we set out to do." In other words, we have established our objectives and have provided for organized learning experiences. Now, how well are the organized learning experiences actually producing the desired results? This process will also involve identifying the strengths and weaknesses of the plans.

Stated another way, it is the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. It should be a continuous process, not something isolated at the end.

Some methods of doing this are through paper and pencil tests, observation, interviews, questionnaires, records, etc.

In addition to supplying the educator with information as to how well the students are progressing toward behavioral changes, evaluation is extremely important as a public relations tool for providing information about the success of the program to the public.

Summary

What I have tried to imply in all of this is that program planning is a continuous process. As objectives are determined, materials and procedures developed, tried out, results appraised, inadequacies identified,

and improvements indicated, there is replanning, redevelopment, and re-appraisal. In this kind of continuing cycle, it is possible for the instructional program to be continuously improved over the years.

ADULT PSYCHOLOGY

by

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Our task here is to examine what is known about the adult learner. We will attempt to do this in the following fashion. First, we will take a brief look at the topic of adult motivation. Why does man behave the way he does?

Second, we will scrutinize the physiological characteristics of the adult. What happens to an average adult, physiologically, as the aging process begins? What happens to his visual acuity? His audio acuity? His general physical condition? What implications does this have for the adult educator?

Third we will examine some characteristics of adults as compared with childhood learners. We will attempt to ascertain whether these characteristics justify the belief that adults are different; therefore, they must be taught differently. Or is this just a myth and can anyone perform the task without any training? What implications are evident for teachers of adults?

Fourth, after comparing the adult learner with the childhood learner, we will attempt to distinguish between the "average" adult learner

and what we call the undereducated adult learner. In addition to what we have been talking about up to this point, are there certain characteristics unique to the undereducated adult, the ones with which those of you assembled here are primarily concerned, that signify different techniques of operation in the learning environment? Again, what implications are evident for adult educators?

Fifth, are there certain characteristics that a teacher needs to possess in order to be effective with adults?

Motivation

Motivation is probably the most basic element of learning. It is that element which causes a person to move toward a goal. It is motivation that makes an adult want to know, to understand, to believe, to act, to gain a skill. It is up to the adult educator to recognize the importance of motivation and to find out ways to bring motivating factors into the learning process.[1]

Without delving too deep into theoretical psychology, it appears to be generally accepted that motivation is the result of man's needs. Many theories of motivation have been postulated. However, we will look at only one, Maslow's Hierarchy of Needs, to obtain a general idea of what is indicated.

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[1] NAPSAE, A Guide for Teacher Trainers in Adult Basic Education (Washington, D. C.: National Association for Public School Adult Education, 1966), p. II 20.

Maslow's theory is rather general in nature; however, it is felt that it has special implications for educators working with adults.[2] Maslow feels that man has basic needs, both physiological and psychological. They are as follows:

1. Physiological Needs: Food, rest, exercise, sex, etc.
2. Safety Needs: Protection against danger, threat, and deprivation. The need for security and the known or familiar versus the unknown or unfamiliar.
3. Belongingness and Love Needs: Belonging, association, acceptance by one's fellows, giving and receiving friendship and love.
4. Esteem Needs: Self-confidence, independence, achievement, competence, knowledge, status, recognition, appreciation, the deserved respect of one's fellows.
5. Self-actualization Need: Realizing one's own potential, continued self development, being creative, becoming an entire individual.

Physiological Characteristics of Adults[3]

Visual Acuity

Visual acuity appears to attain its maximum at about eighteen years

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[2] Maslow's theory was not treated in depth. For those interested in exploring his "need theory" further, reference is made to: Abraham H. Maslow, Motivation and Personality, New York: Harper and Brothers, 1954, especially chapters 5, 6, and 8.

[3] Samuel E. Hand, A Review of Physiological and Psychological Changes in Aging and Their Implications for Teachers of Adults. (Tallahassee: Florida State Department of Education, July, 1965).

of age and declines continuously thereafter. There is a gradual but steady decline from about age eighteen to forty-two, a very sharp decline from age forty-two to fifty-five, and a steady decline thereafter.

Audio Acuity

Audio acuity reaches its maximum between ten and fifteen years of age. It very gradually but consistently declines thereafter to about age sixty-five and then tends to level off.

General Physical Changes

In addition to a loss of vision and hearing, an adult tends to change in other ways that might have implications for you as educators. Some of these changes are:

1. Less resistance for stresses of heat, cold, and temperature changes.
2. Motor abilities decrease gradually.
3. Energy loss becomes greater.
4. Decreased strength of skeletal muscle.
5. Bones become more fragile and more exposed to fracture.
6. Speed and reaction time greatly reduced.

Learning Ability

What about the age-old statement of "You can't teach an old dog new tricks." Can adults learn or is age such a deterrent to the learning process that we are wasting our time working with the older clientele?

Without getting into a discourse on theory, let me simply say that

several researchers have concluded that the adult's ability to learn declines with age. However, Lorge came along and found that adults were being penalized by the time factor--that because of the physiological factors of aging, the adult needed more time to do the same tasks as children or teenagers. As a result, it appears to be generally agreed that when learning ability is measured in terms of power ability, with time not a factor, learning ability does not change significantly through adulthood.

Characteristics of Adults as Compared with Children[4]

Now, let us shift our attention to certain characteristics that tend to distinguish adult learners from childhood learners. In general, it is felt that the adult learner:

1. Is likely to be more rigid in his thinking.
2. Requires a longer time to perform learning tasks.
3. Is more impatient in the pursuit of learning objectives.
4. Requires more and better light for study tasks.
5. Has restricted powers of adjustment to external temperature changes and to distractions as age progresses.
6. Encounters greater difficulty in remembering isolated facts.
7. Suffers more from being deprived of success.
8. Is less willing to adopt new ways.

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[4] NAPSAE, A Guide for Teacher Trainers in Adult Basic Education (Washington, D. C.: National Association for Public School Adult Education, 1966), pp. II 18-19.

9. Has a number of responsibilities competing for his time that are more compelling than education.

10. Has more experience in living.

11. Has made a momentous voluntary decision in deciding to return to school.

12. Is more realistic.

13. Has needs which are more concrete and immediate than those of children.

14. Is not a member of a captive audience.

15. Is used to being treated as a mature person.

16. Is more likely to be a member of a heterogenous group than are children.

17. In general, can learn as well as youth.

18. May attend classes with a mixed set of motives.

19. May be fatigued upon arriving at class.

Characteristics of Undereducated Adults[5]

Up to this point, we have been discussing factors relative to all adults in the learning process. Now let us zero in, so to speak, on the undereducated adult or the adult basic education student. This is the area of most concern to you that are present. Are there certain characteristics of the undereducated adult in addition to all of the things we have covered that tends to single him out as unique? Most authorities think so. Let me preface this by saying that the causes of illiteracy are many

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[5] Ibid., pp. II 4-14.

and varied. It is extremely important for you as teachers to recognize that there are numerous reasons why this phenomenon exists. For example, when some of these adults were children, no schools were available to them. Others had to go to work at an early age for family survival and were, therefore, not able to afford the luxury of scholarly learning. Some faced unhappy school experiences, and the list of reasons goes on and on.

Therefore, you as teachers should not view illiteracy as a disgrace nor as it necessarily representing a low intelligence ability level. Your attitude toward the problem will seriously affect the motivational climate, or lack of one, that will exist in your classroom and consequently affect the outcome of the ABE program.

With this type of background information, let us proceed to examine the characteristics of the undereducated adult which most authorities tend to feel "sets him apart" from other adults. You should be aware of the fact that many of these characteristics are not confined exclusively to this segment of society but are found in varying degrees in all levels. However, it is felt that they are more pronounced in the educationally disadvantaged.

In general, it can be said that those adults who are in need of basic education:

1. Lack self-confidence.
2. Fear school.
3. Live in conditions of economic poverty.

4. Are probably below average in scholastic aptitude.
5. Are culturally deprived.
6. Possess values, attitudes, and goals different from middle and upper class norms.
7. Are of weak motivation.
8. Are unusually sensitive to non-verbal forms of communication.
9. Possess feelings of helplessness.
10. Vary in level of intelligence.
11. Possess a live for today philosophy.
12. Are hostile towards authority.
13. Exhibit unacceptable behavior.
14. Are reticent.
15. Use defense mechanisms.
16. Need status.
17. Tend to lose interest.

Characteristics of the Type of Teacher Undereducated Adults Need[6]

What are some of the characteristics that you as an ABE teacher should strive to exhibit? While no one attains perfection, following are some of the virtues toward which most authorities feel that you should strive:

Patience Philosophical

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[6] Ibid., pp. II 16-17.

Versatility
Analytical
Humorous
Optimistic
Understanding
Creative
Perceptive
Tomorrow looking
Flexible

You will never be one hundred per cent perfect in any of them. However, if you can exhibit all of these qualities to only a small degree, you will be well above the average teacher, not to mention those that are below average.

In summary, be the first grade teacher that so many of them never had. Remember that these are adults learning a child's lesson; therefore, never take for granted that "anybody would know that."

CREATING EFFECTIVE LEARNING EXPERIENCES IN THE ADULT CLASSROOM

Margaret Kielty
Director of Adult Education
Boston, Massachusetts

Teaching is not only a science but it is an art. Teaching adult basic education may well be described as a human relations science and a creative art. There is a large body of knowledge about teaching, which has been reaped from intensive research and experience. But the application of this knowledge to adult learning experiences requires not only the creative but the sensitive touch of an artist.

Adults who lack basic education skills are usually deficient in many other facets of life. Many are insecure as job holders because they lack the simple educational skills necessary to perform their work functions. They shy from the civic and social life of the community because of their feeling of inadequacy. They lack knowledge in relation to their community, their safety, their health, and their responsibilities. Therefore, it is difficult for them to function as happy contributing members of their community, state, and nation.

Today as we think together about creating an effective learning experience in the adult classroom, my approach might be termed a "thinking out loud" or "brainstorming" process in order to put forth as many ideas

as possible about what adult basic education teachers should strive for to bring about a maximum learning experience for their clientele.

The Creation of an Informal Classroom Climate

The informal classroom climate is vital for the comfort of the adult student. Adults are different from children. They are considered a "voluntary" rather than a "captive" audience. Consequently, cooperativeness and friendship are meaningful elements throughout the entire teaching experience. One way of accomplishing this is for you as a teacher to learn your students' names and be sure that they, in turn, know your name as well as the other students' names.

Skills and Attitudes of the Teacher

The effective teacher must be informal, but at the same time, dignified. The teacher should be patient and understanding, broadminded and tolerant, and knowledgeable and patient. The success of the group will depend on the teacher's skill in creating a true and helpful learning experience for the students; ability to obtain responsiveness or rapport; and capacity for sharing, with the students, their anxieties, frustrations, experiences, ambitions, problems, and successes.

Respect for the Individual Student

How important it is in the adult basic education classroom for the student to experience a feeling of security. The dignity and personal

worth of each student should be recognized and respected by the teacher and class members. The students will sense this respect if the teacher knows their names and gives them the title of Mr., Mrs., Miss, etc. Each must feel welcome in the class and feel that he has a contribution to make to the entire group. A sense of "belongingness" in the classroom might be stimulated by providing an opportunity during each lesson for each student to participate.

Identification of Needs and Interests of the Students

Each student has his own personal needs, problems, and interests as he enters the classroom. Since the student will probably be reticent and timid about expressing his needs and interests, the teacher must develop the skill of "drawing these out." Talking with a student informally before class or getting him to express a few brief statements about himself orally, or in writing if he is able to write at this level, will assist the teacher in discovering his needs and interests. But you, as a teacher, must wait patiently until the student is ready to express himself.

Physical Arrangement of Classroom

The physical arrangement of the classroom has a direct bearing on the effectiveness of a learning experience. Is the room attractive? Is the lighting and ventilation adequate? Does the room allow facilities

and space for the teacher to arrange necessary groups of students? Is it free from noise and other distractions.

Psychology of Approach

In adult basic education classes, it is most essential that the students be treated as adults. They come to class with a variety of life experiences in spite of a lack of education. A basic principle in the psychology of adult learning is that "students do not learn as the result of what teachers do, but as a result of what teachers get them to do. This implies active involvement.

Motivation is one of the most important elements of learning, and it can be enhanced if a three-way communication pattern is developed--communication between teacher and student, between student and teacher, and between student and student.

The adult basic education student "needs a sense of supportiveness" in the learning process. Individual differences exist among students. No two people learn at the same rate. If the teacher recognizes these differences and plans the teaching procedure so that each student is guided toward maximum learning within his own capabilities, the student will sense this important element of supportiveness. It is also important to praise and commend the student's work or contributions. Praise is an effective way of boosting self-confidence.

Image of the Teacher

As teachers, we should glance at ourselves in the "looking glass,"

so to speak, and attempt to determine the image that we create in the classroom. Let us ask such questions as these:

1. Is my classroom pleasing and my manner friendly but dignified?
2. Do I smile, radiate enthusiasm, and have a sense of humor?
3. Am I on time for my classes?
4. Do I speak distinctly and clearly?
5. Do I come to class prepared with teaching materials and skills?
6. Do I really enjoy teaching adults?
7. Do I stand on my feet and move around when I teach?
8. Do I give the students a chance to talk or do I do all the talking?
9. Do I make learning an exciting experience for each one of my students?
10. Do I make an effort to meet the needs and interests of each individual student?
11. Do I give equal attention to each student and earn their respect?
12. Am I patient, optimistic, creative, understanding, vital, energetic, flexible, versatile?

Teaching Procedure

The teacher of adult basic education should possess a firm foundation in the skills of teaching language arts, matehmatics, and science and should also possess the ability to relate these to the problems of everyday living in order to help the students to become more effective and responsible employees, homemakers, parents, citizens, and happier, more fulfilled human beings.

The effective teacher should possess such a variety of teaching

techniques that drill and repetition may be provided without ever becoming monotonous. For example, new words introduced for the reading lesson may be taught while they are on the blackboard. Further drill may be provided by distributing the words on flashcards and asking the students to use the words in statements; placing the words of a statement in jumbled order and having the students reassemble them in correct order; reading the same words from a newspaper, where the words have been underlined by the teacher or where the teacher asks the students to underline them; projecting the words on a screen with an overhead projector, etc.

Multi-Level Classes

The teacher must be equipped with much more teaching material when faced with a multi-level class. A variety of seat-work should be prepared so that when the teacher is working orally with one group, the other groups may concentrate on sentence building, writing, or some other activity.

The population of the groups will change from time to time as students are moved into another group because of their progress. Grouping should be a flexible arrangement, and students should be moved from one group to another when it seems advisable. No student should be expected to work beyond his ability, and no student should be expected to work below his learning level.

Lesson Plan

The preparation for the teaching of every lesson should include a detailed lesson plan by the teacher. This plan should include the subject of the lesson, the aims of the lesson, and full details about the vocabulary to be presented before the introduction of the reading material. It should also specify the various devices to be used for conducting oral and silent reading; questions for testing the comprehension of the reading material; word attack skills to be developed; words to be introduced for spelling; writing suggestions; suggestions for the opening and closing periods of the class, etc.

A lesson plan is to be used as a guide but must be flexible and subject to change if necessary. No teacher should be a slave to any lesson plan, but it should serve as a basic guide for the effective teaching of a lesson.

Instructional Materials, Techniques, and Devices

Following is a list of instructional materials, techniques, and devices needed for teaching adult basic education students, and each teacher should augment this list with new ideas and new materials:

1. Textbooks: Should be especially written for adults.
2. Programmed texts and materials.
3. Audio-visual aids: If audio-visual aids are not available in

the school center, teacher should devise portable and temporary equipment such as flannel boards, charts, etc.

(a) Overhead, slide, opaque and film projectors.
(b) Radio and television.
(c) Tape recordings.
(d) Phonograph recordings.
(e) Picture posters, maps, charts, etc.
(f) Chalkboard.
(g) Flannel board: A board or large card covered with flannel to which small cards, backed with flannel, will adhere. Cards may contain words or pictures to build up units or summarize.
(h) Bulletin boards: For current events, pictures, announcements.
(i) Field trips: Libraries, museums, industries, government centers.
(j) Relia (real objects).

4. Creative teaching devices:

(a) Pocket charts: Into which students may slip words or pictures.
(b) Experience cards: Students develop short statements about a personal or group experience.
(c) Games (guessing games).
(d) Dramatization of material presented in reading lesson.
(e) Flash cards.
(f) Multiple choice statements.
(g) Matching words with pictures, etc.

Student Retention

One of the best methods to achieve student retention is good teaching. The student will decide quickly whether or not the teacher is doing a good job, has prepared the lesson, knows his subject matter, understands his students, and presents material based on student needs and interests.

The student must acquire a sense of success and achievement. This calls for reassurance on the part of the teacher by praising and

recognizing the student's progress.

The teacher should be aware of and recognize some of the danger signals of the potential drop-out and try to tactfully overcome these factors. There is the non-participant, the overly talkative, the slow student, the nervous or fidgety student, etc.

Certificates of attendance stimulate attendance, and students may be encouraged to work for a "perfect attendance certificate." Attendance charts, posted in the classroom and on which the students themselves record their attendance, is a good device.

The telephone, personal visits, or letters from the teacher may help to bring absentees back to class. If the period of absenteeism becomes too long, the student may lose his desire to return or he may be embarrassed about returning. Teachers should know why their students dropped out. There are instances over which the teacher has no control, but the good teacher finds out "WHY."

Keeping Up-To Date

There are many ways through which the teacher may keep abreast of new teaching techniques and materials so that he may develop new approaches and new ways of doing things. Some of these ways are as follows:

1. Visit other adult basic education classes to see how other teachers conduct a class.

2. Talk to consultants and experts in the field of adult basic education.

3. Attend conferences on adult basic education.

4. Consult with directors of audio-visual education in your school to obtain new ideas about the use of these aids.

5. Subscribe to "TECHNIQUES," published by the National Association for Public School Adult Education, 1201 Sixteenth Street, Washington, D. C.

6. Read education journals. Teaching techniques for use in other situations may often be re-adapted for use with adults.

7. Become better informed on material that is suitable for classroom use, such as information on social security, community agencies, etc.

Evaluation of Adult Basic Education Materials

The effective teacher takes time to examine and evaluate the materials available for use in his classroom. He does not use any material just because it is readily available, but he gives serious thought to determining whether or not the material will really help his students. Some of the best material used in the adult basic education classroom is the material prepared by the individual teacher.

Conclusion

Let me say that the role-players were excellent and that everyone I have met in Tennessee has been so nice to me. In conclusion, in a recent academy award presentation, "A Man for All Seasons," Thomas Moore addressed a young man and said, "Rich, be a teacher. Be a good one." And Rich asked back, "Who will know?" And the answer was "God will know, your students will know, you will know--not a bad public, you know."

A TEACHER'S SELF APPRAISAL

Atmosphere for Learning

Do I know the names of my students?
Do my students experience a feeling of being welcome?
Is there a genuine feeling of cooperation between teacher and student?
Is the classroom attractive, well lighted and comfortable?
Are the students properly grouped according to learning levels?
Am I constantly alert to any necessity for re-grouping students?
Do I keep all of the students busy all of the time?
Do I create an atmosphere that "We are going to learn something worthwhile in class?"

Image of the Teacher

Am I interested in each individual student's needs and responses?
Do I speak clearly and distinctly?
Is my classroom appearance pleasing?
Do I smile?
Do I earn the respect of my students?
Do I make learning an exciting experience?
Am I on time for my classes?
Do I radiate enthusiasm?
Do I really enjoy teaching adults?
How do I endeavor to make myself a more effective teacher?

Teaching Procedures

Do I prepare a detailed lesson plan for each lesson?
Do I provide special lesson materials to meet individual learning differences?
Am I versatile in the use of teaching devices? (Flash cards, charts, etc.)
Do I make full use of instructional aids? (Audio visual, programmed materials?)
Is imagination exercised in developing lesson materials?
Is there an element of surprise in every lesson?

Psychology of Approach

Do I treat my students as adults?
What efforts do I make to motivate the student's learning?
Is three-way communication encouraged? (Teacher-student; student-teacher; student-student?)
Do I develop an attitude of supportiveness in the learning process?
Do the students share in identifying and developing goals?
Do I utilize every opportunity to praise and commend students?

Student Retention

What percentage of the active enrollment is present at each session?
What percentage of students who originally registered is reflected in the present active enrollment?
Do I know why students have dropped out?
Do I follow up absentees?
What devices do I use to stimulate attendance?
Do I recognize and try to overcome danger signals of potential drop-outs?

SUGGESTED LESSON PLAN
For English Speaking Adult Basic Education Students
CONSUMER EDUCATION - BUYING FOOD
(For class of 3 levels - 3 hour teaching period)

MATERIALS

Food ads from newspaper (selected ads for each of the 3 levels.)
Flash cards for vocabulary presentation for each of the 3 levels.
Mimeographed teacher created reading material for Levels 1 and 2.
Pamphlet "Making the Most of Your Money", published by Educational Division, Institute of Life Insurance, N.Y. for Level 3.
Words from reading lesson for Level 1, clipped from newspaper ads
Discount Coupons clipped from newspaper mounted on small cards. (These coupons will give original prices and discount prices of various articles). These coupons will be given to students in Levels 2 and 3 to develop mathematical skill in figuring out savings with discount prices.
Mimeographed teacher created work sheets to accompany reading material at all three levels.
Paper money to be distributed to students at all of three levels to use for buying from store ad given to them.
Adding machine tapes to be used as device for Level 2 and Level 3 to develop mathematical skill in adding prices of purchases.
Will chart with statements from reading material for Level 1 group.
Phonics chart to be used for all 3 levels.
Letter envelopes for Level 1 group to practice name and address.

10 minutes - INTRODUCTION AND OPENING
Teacher may take all 3 levels together to introduce herself or himself to groups and to obtain names of students and other facts of identification.

15 minutes - ORAL PRESENTATION OF SUBJECT "BUYING FOOD" (All 3 levels may be taken together to discuss going to the store and buying food).
Use food ads from newspaper to stimulate conversation and discussion.
Direct simpler questions to Level 1 group and more advanced questions to Level 2 and 3 groups. Purpose is to develop vocabulary appearing in reading lessons and to discuss food buying.

What do we call this paper? (ad, advertisement)
What kind of a store does it advertise? (Food store, grocery store, market, super market)
What should you do before you go to the super market? (Prepare a shopping list)
What do you buy at the food store? (Have each member from each level contribute as many different items as possible)
Where do you pay for your purchases at the super market? (Check out counter)

How do you know if you are getting good buys at a super market? (Compare prices, look or ask about quantity on label, look for specials, etc.)

15 minutes - DEVELOPMENT OF READING VOCABULARY WITH LEVEL 1. LEVELS 2 and 3 WRITE SHOPPING LIST.

READING VOCABULARY FOR LEVEL 1 (Use chalkboard and flash cards)

store	oranges	ham
market	bread	supermarket
potatoes		

15 minutes - DEVELOP READING VOCABULARY WITH LEVELS 2 and 3(Use flash cards) LEVEL 1 GROUP WILL WRITE NAMES AND ADDRESSES AND OTHER FACTS OF IDENTIFICATION ON MIMEOGRAPHED WORKSHEETS.

WORDS FOR LEVEL 2 GROUP	WORDS FOR LEVEL 3 ONLY
groceries	compare
meats	quality
household supplies	quantity
vegetables	brands
fruits	specials
squash	label
check-out counter	

15 minutes - SILENT READING - ALL 3 LEVELS TOGETHER
Levels 1 and 2 read from teacher created mimeographed sheets and Level 3 group reads from pamphlet "Making the Most of Your Money."

15 minutes - ORAL AND SILENT READING - TO CHECK COMPREHENSION - 3 LEVELS MAY BE TAKEN TOGETHER. (Teacher holds up a flash card for each group and group members read silently from their respective reading material until they find a statement containing the word). A sequence of words may be given, a new word being given to each group in sequence to keep all students busy all of the time).

15 minutes - REST

10 minutes - USE WALL CHART WITH STATEMENTS FROM READING LESSON FOR LEVEL 1 GROUP TO STUDY SILENTLY. GIVE ADDING MACHINE TAPES TO LEVEL 2 (Totaling up to $10.00) and TAPES TO LEVEL 3 GROUP (Totaling up to $20.00) and let them add them to see if they have enough money to pay for purchases.

15 minutes - GIVE OUT NEWSPAPER CLIPPING MOUNTED ON SMALL CARDS TO ALL THREE LEVELS TOGETHER. - (Level 1 group will have words from newspaper ad which appear in reading lesson, such as ham, bread, potatoes, oranges, etc. for word recognition.

Level 2 and 3 groups will get discount coupons to figure out how much money they will save in buying articles at discounted prices.

10 minutes - PHONICS CHART - ALL 3 LEVELS MAY BE TAKEN TOGETHER
Have Level 1 give word in phonics family.
Have Level 2 spell it.
Have Level 3 put it in a statement.

15 minutes - GIVE OUT FOOD STORE ADS TO STUDENTS OF ALL THREE LEVELS-
Give Level 1 group each $2.00 of toy paper money;
$10.00 to Level 2 Group; and $20.00 to Level 3 group.
See how fast they can get the best food bargains for the money they have, such as ham, potatoes, oranges, bread, etc.)

20 minutes - WRITING - Have Level 1 write names and addresses on letter envelopes. Level 2 and 3 groups will fill in blanks on worksheet.

10 minutes - CLOSING - ALL THREE LEVELS TOGETHER
Have students write words on the chalk board in two lists so that the initial letters in the words in the first list will spell "thank" and the initial letters of the words in the second list will spell "you." Level 1 students could be asked to write their names if they begin with any of the letters - Level 2 and 3 students could be asked to write a word that begins with "k" - a word that begins with "y" etc. The teacher will plan the placing of the words so that when the initial letters are underlined the students will see th words "thank" and "you." For example:

to	yet
ham	our
and	us
no	
keep	

The words "Good Night" might be developed likewise:

go	now
orange	in
or	girl
dear	ham
	turkey

This is a store.

This is a market.

This store is a supermarket.

A man is in the supermarket.

A woman is in the supermarket.

A girl is in the supermarket.

The woman gets bread, Oranges, ham, and potatoes in the supermarket.

* * * * * * * * * * * * * * *

My name is _____.

I live at _____ Street.

My city is _____.

My state is _____.

I get bread and potatoes at the _____.

SHOPPING AT THE SUPER MARKET

Joe Smith and his wife go shopping every Thursday night. They go to the large super market to buy food for their family. The super market is open until nine o'clock on Thursday evenings.

Mr. and Mrs. Smith have five children. Before they go to the super market, Mrs. Smith makes a list of the groceries, meats, fruits, vegetables, household supplies, and other items needed for the family.

Mr. and Mrs. Smith made a special list this week because there will be a family dinner. It will be an Anniversary dinner. Mrs. Smith's parents will come for the Anniversary dinner.

Mr. and Mrs. Smith bought a large turkey. The man at the meat counter helped them to select a large fresh turkey so they would have plenty of turkey for everyone.

Other things that Mrs. Smith had on the list for the Anniversary dinner were:

potatoes	oranges	grapes	tea
onions	bananas	bread	milk
squash	apples	eggs	butter
cranberry sauce	canned fruit	coffee	ice cream

Mr. Smith noticed that the super market had a special sale of oranges so he and Mrs. Smith bought two dozen oranges. The children like oranges. Mrs. Smith plans to get some apples to make apple pies for the Anniversary dinner.

Mr. and Mrs. Smith took all of the food to the check-out counter. The cashier added up all of the prices of the different items. Mr. Smith asked the cashier if he could cash his pay check because the food order was larger this week and he did not have enough cash in his wallet. The cashier told Mr. Smith to go to the office and the manager would cash his check.

As Mrs. Smith waited for Mr. Smith to go to the office to have the manager cash his check, she thought of the happy time they would have at the Anniversary dinner. They would have plenty of food and the prices at the super market were good.

* * * * * * * * * * * * * * *

Mr. and Mrs. Smith go shopping every_____night.

They go to the super market to buy_____for their family.

The super market is open until nine_____every Thursday night.

Mr. and Mrs. Smith have five_____.

Mrs. Smith makes a _____of the things she needs.

They bought a_____turkey at the_____counter.

They will have a_____Anniversary dinner.

Mrs. Smith's parents will come for_____on the day of the Anniversary.

FILL IN THE CORRECT WORD:

It is important to make out a list of the food and_____you need before you go to the store.

Many people buy a box or_____on a store shelf because it looks good.

It pays to_____different brands of the same food item on the basis of cost and quantity.

You can save a lot of money if you keep your eye open for_____.

Two boxes or cans that seem to be the same size may really have a different _____of food inside.

You should always read the _____to see how much food is really inside the container.

Don't buy something that is on sale as a special just because it is on sale, unless it is something you really_____.

Write out your list for the super market:

INDIVIDUALIZING YOUR TEACHING WITH PRINTED MATERIALS*

Whatever your adult students read or want to read--newspapers, technical journals, the Bible, comic books, trading stamp catalogues--can be used by you, their teacher, to advance their learning. There's a gigantic world of printed materials out there, which can be put to innovative, imaginative use in your classroom, no matter what subjects you teach. A young man in a Level III course may not want to write a report on a novel, but may enjoy reviewing an article in Sports Illustrated. An elderly man may long to be able to read the Bible...if short Bible tracts or simplified stories from the Bible are put in his hands, he'll be motivated to learn.

Learning Activities Using Newspapers

Almost everybody reads a newspaper--or would like to learn to read one. The daily paper contains features of interest to all: business and sports for men, food and fashion for women, comic pages, advertising--in addition to the front-page news. All of these features can be used as levers to boost the learning of your students.

Building Vocabulary. Ask students to bring to class newspaper

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* TAPSAE Tempo, Tennessee Adult Basic Education Newsletter, Vol. II, No. 3, January 1970.

stories that interest them. Activity: ask them to underscore words they are not familiar with, look them up in the dictionary, and write a sentence using the new word. Activity: ask one student to read a short news story, ad or recipe aloud to the class. When any student hears a word he does not know the meaning of, he cries "stop the reading!" If another student knows the word, he defines it and writes it on the board. If no one knows it--out comes the dictionary.

Sparking discussion. In classes in which students need encouragement to express themselves, the daily paper can spark lively discussions. The news stories used should be carefully selected to fit the students' interests. Adult students will be interested in discussions of Viet Nam, particularly if some of them have been there or have relatives there, and in stories of rising food prices in local stores, or reports of local sports events. Activity: ask a student to write the headline on the chalkboard or overhead projector. Another student can read aloud the first paragraph, which carries the gist of the story. The entire article can then be placed on the overhead projector so the entire class can read it at once. Arrange the class into groups of three or four to talk about the topic (students who are withdrawn from the group are more likely to express their opinions in small groups than when the entire class is listening).

Making Visual Aids. Maps, charts, political cartoons, pertinent comics, photos of sports notables, political figures, outstanding members of racial, religious, or national groups, can be cut from newspaper by students and used on bulletin boards to illustrate student reports, or give

zip to teacher presentations (use them on overhead projector or run off copies on mimeograph machine and distribute to students).

Improving Communication Skills. Here is how one teacher helped his students relate science facts to a current newspaper story:

"When the students arrived in class they were given a folder of the week's newspaper clippings on the progress of Hurricane Inez, and the following assignment: write an essay entitled 'Inez--An Example of Air in Motion.' Use your book and the newspaper clippings for background information. After 15 minutes of puzzling and questioning (my typical response to their question was 'how would you answer that?') they committed their thoughts to paper. The assignment gave the students opportunities to function at three levels--recall, comprehension, and application."

Other Writing Activities. Women can use grocery ads for ideas as they write family menus and shopping lists. Students can write letters in answer to ads in the "Help Wanted" section. Students can use local news stories as models from which to write newspaper stories in accepted press release style. (They can also be assigned the following task: read the newspaper and bring in at least two ideas for stories that might interest magazine editors). Students can write letters to local editors about views expressed in editorials, or call to their attention the newsworthy angles of adult education classes.

Building Math Skills. The advertising pages of your daily paper are a rich source of ideas for problems closely related to adult students'

daily lives. Activities: tell each student he has an imaginary $10.00 to spend on any item he sees advertised. Have him figure out the sales tax, and how much change he would receive...Ask students to use food pages and plan a weekly food budget and daily menus for their families. A news story on inflation can spark class discussion of how this affects students' buying power, or on how much less their dollars are worth now than several years ago.

Miscellaneous Activities. A clipping file can be kept of news and feature stories the students found particularly interesting or useful as regular reference material. One student or a committee of students can be responsible for maintaining the file or scrapbook.....Spectacular news of the day may be blended with sociology so students will use a broader frame of reference to make their judgments; for example, crime news can be viewed as revealing a need for better housing, improved family life, better schools...Newspapers with different editorial viewpoints can be studied and students encouraged to debate the opposing philosophies.

Making the Most of Magazines

A survey by NEA, in which teachers were all asked to report the most effective ways they used magazines in the classroom, revealed a tremendous variety of creative class room techniques. Some of them are described here:

1. Ask friends and neighbors, as well as the students themselves, to supply used magazines for the class to use.....especially if the learning activity involved cutting up the magazine.

2. A magazine exists for almost every area of adult interest, and can be used to individualize learning. For example, to encourage slow readers to do more reading, use magazines on subjects they are interested in--automobiles, homemaking, sports and outdoor life. One teacher reported that many students who never had read, except on assignment, began to read for pleasure when guided to magazines.

3. Many teachers mentioned using magazines in teaching arithmetic principles; graphs, charts, percentages, and monetary reports are often found in magazines, and can be used on opaque projectors for the entire class to see and study.

4. In teaching current events many rely heavily on magazines for new information not found in textbooks; they also use magazine stories as starting points for research projects and panel discussions.

5. For history time one teacher supplied each student with a copy of Time, Life, or Look magazines, saved during the summer months. The students read the magazines thoroughly and prepared a fifteen-minute report in the Huntley-Brinkley TV style. In addition to content, the students concentrated on diction, enunciation and clarity. Teams of two used a microphone to present their reports to the class. All the students learned from the project; the reporting teams gained in a variety of skills, and the class learned about persons, places, and events new to them.

SOME EFFECTIVE METHODS OF RECRUITING THE ABE STUDENT*

Mrs. Florence Weiland, ABE Supervisor for Davidson County-Nashville School System, has several excellent suggestions for recruiting students which they have used and found to be effective in Nashville.

1. Contacts for help.

   a. School social workers.
   b. Principals at schools where classes meet.
   c. Ministers and Center directors where classes meet.

2. The supervisor and her three counselors worked all ummer speaking to groups who participated in any way in a poverty ; ogram. Announcements were made in churches. (Many teachers did this because they were interested).

3. The supervisor is an active member of CAMPS and worked cooperatively with agencies within this committee to plan ways to cooperate.

4. Posters and brochures were distributed everywhere.

5. We taped radio shows and appeared on every local TV station.

6. The newspaper - dailies and suburban news - ran announcements and good articles.

7. The supervisor talked to the Personnel Directors organization in July. This offer was made: If business would recruit its under-educated employees and give us classroom space at their

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* TAPSAE Tempo, Tennessee Adult Basic Education Newsletter, Vol. II, No. 1, November, 1969 (Supervisors).

place of business we would furnish all materials and pay a teacher. As a result, we have 1 class at Goodwill Industries, 5 classes at Nashville Electric Service, and 3 classes at Ford Glass Plant. These classes total about 200 people, mostly men, none of whom would go to a school to class.

Other suggestions for recruitment, which came from Elizabeth Abernathy, Chattanooga-Hamilton County ABE supervisor, include:

1. Using Neighborhood Service Center aides to go door to door with brochures on ABE and sell the program.

2. Asking for student volunteers from classes to meet at the office. Giving them brochures and asking them if they will canvass their neighborhood for students. Very effective. There is nothing like an interested, satisfied customer to sell your merchandise.

3. Holding class contest to see which class can recruit the best. Prize was a party. (Not sure this is the most reliable--several members who were recruited for the class, I believe, came only to help out the class).

4. Running weekly ad in suburban and county shopper's guide giving hours, days, and places classes meet. (Don't know how effective this will be. Just started it yesterday, but have had several phone calls).

5. Working with the Salvation Army, women's civic clubs (they are a wonderful source of volunteer manpower for recruiting), and Vocational Rehabilitation.

CHECK-LIST OF DANGER SIGNS OF ADULT DROP-OUT*

	If a student is:	The cause may be:	And the teacher can try to:
1.	Overly shy or timid	Class only partly satisfying needs; the student feels inferior to others in the class; the subject is too advanced; over participation of two or three dominate classmates.	Be supportive of the student in open discussion; help student see that others may feel equally shy; spend more time in getting acquainted; use small groups within the class.
2.	Overly talkative or impatient with contributions of other students	Class too elementary; lesson plan poorly organized; no standards of class participation; need to gain individual recognition.	Check individual needs; better organize the class; involve class in making decisions on what is a good contribution to discussion.
3.	Slow; loses point of discussion; on low level of participation	Class work too advanced; student not clear as to what is expected of him; not hearing or seeing well.	Provide individual counseling and/or group guidance; use more illustrative materials; check on classroom "communications."
4.	Nervous or fidgety; frequently yawning; restless	Poor classroom facilities; presentation of the teacher is boring; class work seems "academic" and not very practical; student doesn't feel free to participate.	Improve classroom conditions; spend more time in student participation and planning; increased use of committees or other small learning groups.
5.	Delaying opening of class and eager to leave	The topic on which the class is working doesn't seem important or the student would prefer to work on some other topic.	Help students themselves to contribute, discuss, classify and list items to be included in the curriculum.

*TAPSAE Tempo, Tennessee Adult Basic Education Newsletter, Vol. II, No. I, November, 1969 (teachers).

CHECK LIST FOR ADULT BASIC EDUCATION TEACHERS*

Do You?

1. _____ Arrive at class at least fifteen minutes before class begins?
2. _____ Always look fresh and clean and dress neatly for each class meeting?
3. _____ Develop a feeling of fellowship with your class?
4. _____ Prepare well for each class meeting?
5. _____ Keep your classroom clean, neat and attractive?
6. _____ Have a well-lighted classroom?
7. _____ Stand so that all students can see the board?
8. _____ Write on the board so that those in the rear of the room can read it?
9. _____ Talk to your students and not to the chalkboard?
10. _____ Show interest in all of your students?
11. _____ Speak to each member of your class each evening as he/she enters?
12. _____ Correct their work before coming to class?
13. _____ Know some background on each student?
14. _____ Offer helpful comments and not embarrassing remarks when students make mistakes?
15. _____ Take time to help the slower students?
16. _____ Tell the class when you do not know the answer, but search diligently for it before the next class?
17. _____ Speak clearly so that all can understand you?
18. _____ Keep all of your students busy and interested?
19. _____ Use duplicated materials which are easy to read, not for drill or "busy work" but to meet the objectives of the individual students?
20. _____ Constantly allow your enthusiasm to show?
21. _____ Praise the smallest signs of progress?
22. _____ Teach citizenship? Any adult can learn this, even if he cannot show much academic progress.

23. _____ Encourage regular attendance, but make allowances for those who cannot attend regularly and keep their interest up?

24. _____ Use textbook materials as supplementary tools rather than as the basic classroom approach?

25. _____ Inform students about regulations-parking, smoking, etc.?

26. _____ Allow and encourage students to help one another?

27. _____ Use teaching materials that meet the needs of the individual students?

28. _____ Tell your students what to expect at the next class meeting?

29. _____ Hold regular discussion periods on current events, neighborhood problems, etc.?

30. _____ Plan with class about field trips, resource people, etc.?

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* TAPSAE Tempo, Tennessee Adult Basic Education Newsletter, Vol. II, No. 2, December, 1969.

AN APPROACH TO CURRICULUM DEVELOPMENT FOR ADULT BASIC EDUCATION

by

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It appears to be well accepted that the curriculum for adult basic education must relate to the needs, interests, and purposes of thos individuals served by the program. According to Cass and Crabtree:

> It cannot be a warmed-over version of content originally directed toward children. It must be a well thought out and carefully planned selection of content designed to provide the means by which the adults who come to the program are helped to become self-dependent, participating members of the community in which they have their homes, earn their living, and raise their families.[1]

With this in mind, the writer feels that a major purpose of adult basic education programs is to help those who are now dependent upon others through lack of education to become better able to meet their adult responsibilities. Thus, identifying those responsibilities would certainly be essential to the development of an educational program for this segment of society.

Havighurst interpreted those responsibilities as being the social expectations of an individual which are imposed on him by those around him.[2] He further indicated that these social expectations or social roles could be

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[1] Angelica W. Cass and Arthur P. Crabtree, Adult Elementary Education (New York: Noble and Noble, Inc. 1956), p. 120.

[2] Robert J. Havighurst and Betty Orr, Adult Education and Adult Needs (Chicago: Center for the Study of Liberal Education for Adults, 1956), p. 6.

described in a limited number of areas of behavior as follows:

parent	user of leisure time
spouse	church member
child of aging parents	citizen
home-maker (male or female)	friend
worker	club or association member

Although this classification provides a useful base upon which to construct a program or curriculum, it is far from complete. Before a person can accept the idea that he has a certain role or responsibility to perform in everyday living, he must first have some basic understanding of what that role is. Thus, under each role heading, there could be a sub-heading of "understandings," which the adult must have about each specific role. In some cases, there will be some overlapping of certain understandings which relate to more than one role; and if there are many of these, perhaps two or more roles could be combined into one heading.

Even with the sub-heading of understandings, this classification is not entirely useful as a curriculum. How can an understanding ever be achieved unless an individual possesses the basic skills which will enable him to develop it? For example, how can an individual have an understanding of how to apply for a job if he does not possess the skill to read a job application form? This, then, indicates that curriculum should have three levels:

1. Social roles.
2. Understanding of the roles.
3. The basic skills which lead to the development of these understandings.

With this concept in mind, the writer has attempted to develop an example of a curriculum for adult basic education programs, based upon the social roles identified previously by Havighurst. Seven social roles will be presented, along with examples of the skills and understandings that it is felt must be developed. These social roles include those of family member, homemaker, worker, contributing member of a community, citizen, user of leisure time, and personal development.

ROLE: FAMILY MEMBER[3]

Understandings

Importance of family unit.
Husband-wife relationships and responsibilities.
Parent: Child relationships and responsibilities.
Recognition and love for children.
Patience and self control.
Patterns of child growth and development
Desirable child rearing practices.
Sharing home responsibilities.
Protection of family.
Sacrifices for family by individuals.
Problems of the aged.
Domestic responsibilities.
Community health services.
Innoculations and vaccinations.
Preventative medicines.
How to care for a sick person.
Medicare and its services.

Skills

Be a decision maker.
Recognize alternatives to decisions.
Discuss decisions with other family members.
Express oneself to other family members.
Listen to problems of other members.
Avoid family arguments and fights.

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[3] Family member could refer to spouse, parent, or child of aging parents.

Discipline own children.
Praise accomplishments of family members.
Provide necessities for family.
Divide family chores among members.
Carry adequate amount of family insurance.
Respect personal possessions of each member of family.
Teach each family member to care for personal possessions.
Work out an affectionate but independent relationship with aging parents.
Keep self and family clean.
Call a doctor, fire department, etc. when needed.
Read and follow directions on labels.
Get health examinations on a regular basis.

ROLE: HOMEMAKER

Understanding

Good money management.
Comparative buying.
Nutritional value of different foods.
How to prepare food.
Need and uses of a family budget.
Economy of food preservation.
How to use units of measure.
Good eating habits.
Installment buying.
Sources of credit.
How to compute interest.
How to use bank accounts.
Care of home and home furnishings.
Neatness in the home.
Making minor home repairs.
Necessities versus luxuries.
Anticipating family needs.

Skills

Read advertisements.
Use coupons and trading stamps.
Read food labels.
Read recipes and grocery lists.
Read price lists and price tags.
Use various units of measure.
Measure quantities in large and small amounts.
Prepare (cook) a balanced meal.
Prepare food in different manners.
Use kitchen facilities.

Make out and operate a family budget.
Read and compute sales receipts.
Compute interest on loans.
Borrow money at cheapest interest rates.
Count money and make change.
Use a checking and savings account.
Repair clothing.
Wash and iron clothes.
Replace electric fuses.
Use proper lighting in the home.
Repair minor breaks on household items.
Use a telephone.
Read dial on a radio.
Use good table manners.
Preserve and store food properly.

ROLE: WORKER

Understandings

How to look for a job.
Where to look for a job.
How to apply for a job.
Self-rating of own capabilities and limitations.
Geometric figures.
Necessary qualifications for a job.
Factors relating to success on the job such as punctuality, reliability, courtesy, pride in quality of performance, concern for employer's interest, loyalty, etc.
Safety regulations.
Improving job performance.
Importance of recommendations.
Social security benefits.
Unemployment compensation.

Skills

Read a newspaper (want ads)
Write letters (inquiry, introduction, etc.)
Complete a job application form.
Dress appropriately for a job interview.
Discuss qualifications and fitness for job.
Recognize geometric shapes and forms.
Use units of measure.
Tell time (calendar and clock).
Use computations with numbers, fractions.
Read a paycheck.
Make out an order form.

Give directions.
Follow directions.
Be courteous and friendly to employer.
Read and obey safety signs and regulations.
Write reports.
Obtain references and recommendations.

ROLE: CONTRIBUTING MEMBER OF SOCIETY

Understandings

Local geography.
Responsibilities of a neighbor.
Property upkeep.
Functions of school.
Functions of religion.
Post office procedures.
Functions of civic organizations.
Acceptable social activities of local community.
Services of welfare agencies.
Importance of consideration of others.
State geography.

Skills

Read street signs, maps, house numbers.
Communicate orally with others.
Recognize and use good manners.
Make simple introductions.
Keep home grounds clean, tidy, and in good repair.
Address and mail letters and packages.
Use public transportation facilities.
Use public health services when necessary.
Recognize names of hometown, county, and state.
Read names of churches, schools.

ROLE: CITIZEN

Understandings

Responsibilities of a good citizen.
Why laws are made.
Basic principles (commitments and values) of American democracy.
Importance of obeying laws.
Different kinds of laws.
How laws are changed.

Legal documents such as contracts and mortgages.
Various law enforcement agencies, services, and benefits.
Importance of exercising the right to vote.
When and how to vote.
Kinds and importance of taxes.
Importance of current events.
Patriotism, including popular patriotic holidays, flag etiquette, National Anthem, Declaration of Independence, Constitution, Bill of Rights.
Elementary concepts of government.

Skills

Read and obey laws, U. S. Constitution, Declaration of Independence.
Write letters to lawmaker representatives.
Pay taxes.
Fill out citizenship forms.
Read and write English.
Pass citizenship test.
Read legal documents and citations.
File legal documents.
Acquire a lawyer when needed.
Read court orders.
Pay bills and debts.
Read and mark ballots.
Use voting machines.
Recognize patriotic symbols such as eagle, bell, flag, Statute of Liberty, stars and stripes.
Repeat pledge of allegiance.
Recognize state flag.
Sing or repeat National Anthem.

ROLE: USER OF LEISURE TIME

Understandings

Available public recreational facilities.
Kinds of local youth organizations.
Benefits of hobbies and crafts, locating and using materials.
Services of local library.
Locations of local points of interest.
Offerings in museums.
Family relationships in recreational activities.
Importance of safety in recreational activities.
Keeping automobile properly repaired.
Knowledge of danger of firearms.
First aid and its applications.
Uses and dangers of electricity.
Alcohol versus gasoline.

Skills

Use public recreational facilities.
Develop a hobby.
Take trips to local points of interest.
Use a library.
Avoid unsafe recreational habits.
Include family in recreational activities.
Read and obey safety signs.
Recognize and eliminate safety hazards.
Care for tools and equipment properly.
Use and store flammable materials properly.
Check electrical wires periodically.
Apply first aid when needed.

ROLE: PERSONAL DEVELOPMENT

Understandings

Good health habits such as diet, rest, exercise.
Proper sanitation practices.
Importance of good grooming habits.
Manners, when and how to use them.
Physiological changes occuring with age.
Rights and expectations of others.
Patience.
Mature social responsibilities.
Mediums of expressing oneself creatively such as hobbies, literature, music, dancing.
Introduction to the arts.

Skills

Keep clean and well groomed.
Use up-to-date health practices.
Wear clean, neat clothes.
Avoid over exercising.
Eat nourishing food.
Get proper amount of rest.
Be courteous to others.
Communicate with others in a friendly manner.
Recognize own limitations and shortcomings.
Recognize local cultural activities.
Recognize different kinds of reading materials, music, etc.

CHAPTER II

GROUP REPORTS

At various times during the workshop, the participants were assigned randomly into four work-study groups. Group members were assigned the task of examining the material that had been presented and indicating implications for adult educators.

The final reports of those groups are presented with little editing except for clarity and continuity. The implications written by the work groups were of good quality. The credit for the group reports goes to the participants, particularly the group leaders.[1] Hopefully, the effect of this work will be transferred into actual practice in future programs in Fayette County.

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[1] Doris Maxwell, Mary Feemster, Joyce Degrafinried, and Minnie Jameson. For a complete listing of the group members, see Appendix A.

Implications of Physiological Characteristics of Adults for Adult Educators

Visual Acuity

Based on what evolves relative to one's visual acuity as one ages, it would appear that adult educators should attempt to:

1. Study the learner so as to ascertain defects. Observe closely for "squinting" and reading with book too close to eyes.
2. Insure that lighting is adequate.
3. Insure that hand printed material consists of large lettering.
4. Supplement with appropriate audio-visual materials.
5. Arrange a seating so as to avoid glare.
6. Seat the learner according to his ability to see.
7. Arrange for visual testing.
8. Refer needy students with eye defects to the proper agencies that can be of service.
9. Double space all typed materials and use pica type.
10. Use large print on the blackboard.
11. Provide "seeing glass" for reading small print.
12. Remove all printing from the blackboard except that which is pertinent at a specified time.

Audio Acuity

Based on what happens to one's audio acuity as one ages, it would

appear that adult educators should attempt to:

1. Observe closely to determine hearing problems; arrange for hearing test.
2. Speak distinctly in tone and volume that can be understood by all.
3. When films are used, volume should be set to accomodate all students.
4. Provide poor hearers with additional individual instruction.
5. Arrange seating so that those with poor hearing may receive maximum benefit.
6. Supplement hearing with visual aids.
7. Eliminate noise.
8. Speak directly toward the students so that they can receive the benefit of lip reading.

General Physical Changes

Based on the physiological changes, in addition to visual and audio acuity, that transpire as one ages, it would appear that adult educators should:

1. Provide the learners with ample opportunity to move about and relax muscles; frequent short breaks.
2. Expect quality work but remember that it will take longer to obtain it.
3. Set thermostat at normal temperature (around $72^{o}F$) and suggest that those might be chilly wear a sweater.
4. Avoid having classes on the second or higher floors of multi-floor buildings.

Implications of Characteristics of Adults Versus Pre-Adults for Adult Educators

Based on the characteristics of the adult as compared with pre-adults, it would appear that adult educators should:

1. Involve its clientele in planning programs.
2. Determine their needs and interests.
3. Explain lesson thoroughly.
4. Provide adequate time for completing task at hand.
5. Use variety of teaching techniques.
6. Evaluate often and provide feedback as to their progress toward goals.
7. Exhibit patience.
8. Reinforce success; praise positive accomplishments.
9. Provide for immediate success and additional success as often as possible.
10. Relate learning experiences to every-day life.
11. Give careful consideration to all aspects of "lighting" and its effect on visual acuity.
12. Maintain classroom that is free from outside noise and distraction.
13. Speak slowly and distinctly.
14. Display understanding and instill self-confidence.
15. Be aware of changee's competing responsibilities.
16. Capitalize on students living experiences.
17. Begin "where the student is" and gently progress into more difficult material.
18. Work towards a three-way communication system--teacher to students, students to teacher, and students to students.

19. Instill a feeling of "belongingness" in each individual relative to the group.

20. Provide ample short breaks and let each student work at his own pace.

21. Attempt to generate enthusiasm.

22. Attempt to make each individual feel that he is an important and worthy member of society.

23. Let the learner try out his own ideas, under the guidance of the teacher.

24. Promote a free and comfortable classroom atmosphere.

25. Treat each individual as an adult, not as a child.

Implications of Characteristics of Undereducated Adults for Adult Educators

Based on the characteristics that seem to be especially pronounced in the undereducated adult segment of society, it would appear that adult educators should:

1. Permit the students to assist in planning.
2. Establish goals and provide for immediate success.
3. Praise accomplishments.
4. Begin where the student is.
5. Bring out his accomplishments in other areas.
6. Build learning experiences around their background.
7. Relate learning experiences to everyday living.
8. Provide pleasant classroom atmosphere.
9. Thoroughly explain use of evaluation and rely to some extent on informal evaluation at the beginning.

10. Build confidence through providing for success.

11. Establish three-way communication system--teacher to student, student to teacher, and student to student.

12. Vary teaching techniques; use group discussion frequently.

13. Understand and respect the student's way of life.

14. Talk and dress "down to earth."

15. Avoid homework as much as possible; provide time in class for this.

16. Visit students.

17. Emphasize education as the first step toward breaking the poverty cycle.

18. Bring in representatives of outside agencies to explain their services.

19. Arrange field trips to acquaint students with community services.

20. Provide individual attention.

21. Let them plan a party.

22. Encourage them to watch certain television programs, especially educational television.

23. Display a cheerful, smiling, enthusiastic countenance.

24. Arrive at class early and remain late for individual students who want to converse but not in the presence of others.

25. Determine needs and interests of students.

26. Create an informal yet dignified classroom atmosphere.

27. Address students with title of respect--Mr., Miss, Mrs.

28. Provide ample feedback.

CHAPTER III

EVALUATION

Several instruments were utilized to evaluate the workshop. The first was a questionnaire designed to obtain demographic data and participant reactions to various facets of the workshop. This was followed by a faculty evaluation form keyed to ascertain the overall effectiveness of the instructor.

In addition the Kropp-Verner Evaluation Scale was administered to obtain a composite rating of the workshop and a pre-test-post-test was given to determine the amount of cognitive change.

The participants were requested not to write their name nor make any mark that might identify them as individuals in any manner. They were then encouraged to be absolutely honest in their evaluation.

The purpose of this chapter will be to present the data collected. It will be composed of the following sections:

1. Profile of the participants.
2. Numerical and percentage responses to items in the questionnaire.

3. Effectiveness of workshop as measured by various statements.

4. Effectiveness of the instructor.

5. Overall evaluation of the workshop as measured by the Kropp-Verner Scale.

6. Pre-test-post-test data.

7. Comments as to strengths and weaknesses of the workshop.

Profile of the Participants

The profile of the participants in the workshop is presented in Table 1.

TABLE 1

PROFILE OF PARTICIPANTS

Characteristic	Category	Number	Per Cent
1. Sex	Male	2	9.5
	Female	19	90.5
	TOTAL	21	100.0
2. Age	Less than 30	4	19.0
	30-39	9	42.9
	40-49	7	33.3
	50 and over	1	4.8
	TOTAL	21	100.0
3. Race	Negro	17	81.0
	White	4	19.0
	TOTAL	21	100.0
4. Marital Status	Single	4	19.0
	Married	10	47.7
	Divorced or separated	5	23.8
	Widowed	2	9.5
	TOTAL	21	100.0

Characteristic	Category	Number	Per Cent
5. Degree Presently Held	Less than high school	6	28.6
	High school diploma	5	23.8
	1 year college	2	9.5
	2 years college	3	14.3
	3 years college	1	4.8
	Bachelor's degree	4	19.0
	TOTAL	21	100.0
6. Experience in Adult Education	Less than 1 year	5	23.8
	1-2 years	5	23.8
	more than 2 years	11	52.4
	TOTAL	21	100.0

As shown in Table 1, it was generally found that:

1. There were more females than males (90.5 to 9.5 percent).
2. Over one-half were less than 40 years of age.
3. They were more likely to be Negro than White (81 to 19 percent).
4. Almost half were married, with the remainder divided between being single, divorced or separated, and widowed.
5. They were less likely to possess a college degree (only 19 percent), and over one-half had less than 1 year of college training.
6. Over half had more than 2 years of experience in adult education, with only one-fourth possessing less than 1 year of experience.

Numerical and Percentage Responses to Items in Questionnaire

The numerical and percentage responses to items in the questionnaire are presented in Table 2. No discussion will be presented in this regard, other than the ratings were very positive, as it is felt that results are easily discernible.

TABLE 2

RESPONSE TO QUESTIONNAIRE ITEMS

Item	Category	Number	Per Cent
1. The information was relatively new to me.	Strongly agree	11	52.3
	Agree	9	42.9
	Undecided	0	0.0
	Disagree	1	4.8
	Strongly disagree	0	0.0
	TOTAL	21	100.0
2. The information presented will be useful to me in my work.	Strongly agree	14	66.7
	Agree	6	28.5
	Undecided	1	4.8
	Disagree	0	0.0
	Strongly disagree	0	0.0
	TOTAL	21	100.0
3. As a result of this workshop, I will be able to use knowledge, approaches, and/or techniques suggested in my work.	Strongly agree	14	66.7
	Agree	6	28.5
	Undecided	1	4.8
	Disagree	0	0.0
	Strongly disagree	0	0.0
	TOTAL	21	100.0
4. As a result of this workshop, I will be better able to perform my job.	Strongly agree	13	61.9
	Agree	7	33.3
	Undecided	1	4.8
	Disagree	0	0.0
	Strongly disagree	0	0.0
	TOTAL	21	100.0
5. In general, I would rate the over-all value of the workshop as:	Very high	15	71.4
	High	5	23.8
	Medium	1	4.8
	Low	0	0.0
	Very low	0	0.0
	TOTAL	21	100.0

Effectiveness of Workshop as Measured by Various Statements

The next segment of the evaluation dealt with participant reaction to five statements relative to the workshop. These were based on the following scale:[1]

5 = Strongly agree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly disagree

Table 3 presents a list of these statements and the mean value each received.

TABLE 3

EFFECTIVENESS OF WORKSHOP AS MEASURED BY VARIOUS STATEMENTS

Item	Mean Value
1. The information presented was relatively new to me.	4.43
2. The information presented will be useful to me in my work.	4.62

[1] Item number five is based on the following scale:
5 = Very high
4 = High
3 = Medium
2 = Low
1 = Very low

Item	Mean Value
3. As a result of this workshop, I will be able to use knowledge, approaches, and/or techniques suggested in my work.	4.62
4. As a result of the workshop, I will be better able to perform my job.	4.67
5. In general, I would rate the over-all value of the workshop as:	4.67

One can quickly peruse the data in Table 3 and ascertain that the participants reacted very positively to the workshop.

Effectiveness of the Instructor

The participants were requested to react to various statements relative to the instructor. They were requested to rate him on these items using a scale ranging from 1 to 10, with 10 being the most favorable response and 1 being the least favorable. In other words, the closer the mean value approached 10, the more positive rating the instructor received. The results are shown in Table 4.

TABLE 4

EFFECTIVENESS OF INSTRUCTOR

Item	Mean Value
1. Interest in subject.	9.90
2. Knowledge of subject.	10.00
3. Preparation and presentation of course material.	9.71

Item	Mean Value
4. Attitude.	9.66
5. Attitude toward students.	9.71
6. Self-confidence	9.86
7. Testing procedures.	9.62
8. Grading.	9.57
9. Free from personal peculiarities.	9.66
10. Personal appearances.	9.95
11. Stimulating curiosity.	9.14
12. General estimate of teacher.	9.76

One can quickly peruse the above data and determine that the ratings were skewed heavily to the positive side.

In addition to the mean value ratings, the participants were provided an opportunity to react with written statements as to their feeling about the instructor if they so desired. Following is a list of those statements:[2]

1. Could have asked students more questions.
2. Would like to have this teacher for the next workshop that we have. He is very good.
3. Dr. Dutton, you are great.

[2] These are reprinted just as they were stated by the participants without editorial corrections.

4. You are a very good teacher, and I think I have acquired a great deal of knowledge from you.

5. I feel that he was an excellent instructor, although I felt that he was a little rough in the beginning.

Overall Evaluation as Measured by the Kropp-Verner Scale

The participants were asked to rate the overall effectiveness of the workshop as measured by the Kropp-Verner Attitude Scale. This is a twenty item scale arranged in rank order of value, with item number one being the best thing that could be said about the workshop, item number two, the second best, and so on with item number twenty the least best.

The participants were requested to read the twenty statements and to check only those that best described their reaction toward the workshop. The ratings of the participants were analyzed and the obtained weighted mean, according to the values on the Kropp-Verner Scale, was 3.44. The most positive value possible is 1.13, and the most negative value possible is 10.89, with a median value of 6.02.

Based upon this analysis, it is evident that, in general, participants felt that the workshop was very helpful and gave it a rating well on the positive side of the median. In fact, a mean rating of 3.44 would place the overall value at item number 5 on the scale, which would mean that there were 15 items below the average rating but only 4 above.

Pre-Test-Post-Test

The major purpose of the pre-test-post-test was to determine the amount of cognitive change that may have resulted from the instructional program. This instrument was constructed from the materials that the instructor planned to cover in the workshop. All questions were arranged in mixed form resulting in a 50 item cognitive instrument. The time interval between pre-and-post-testing was 2 weeks.

No attempt will be made to report on individual scores; however the range for the pre-test scores was from 42 to 74, out of a possible 100. The mean score was 60. This would tend to indicate that possibly the pre-test was not a sufficient challenge; however, no opportunity was available for pre-testing the instrument itself prior to administering it.

The range for the post-test scores was from 70 to 100, with a mean score of 85. This indicated that the average person gained a total of 25 points relative to cognitive knowledge during the workshop.

Comments as to Strengths and Weaknesses of the Workshop

The participants were asked to state any strengths and weaknesses of the workshop. These are presented exactly as stated by the participants without editorial corrections.

Strengths of Workshop

1. The objectives, characteristics, and experiences provided will be a great help to me. I did not know how to state objectives or for what purpose.

2. The material used was very good, and it helped me to understand people better. The instructor was very good, and he maintained my interest approximately 95 per cent of the time.

3. The instructor stimulated my interest in the adult basic education field.

4. The information presented is of much value to any teacher of adults. Identifying characteristics of the adult learner will help the teacher to better understand his students' attitudes and to create an effective learning situation in the classroom.

5. Learning the answers to four basic questions on program planning and Maslow's theory of man's basic needs.

6. The objectives will be very helpful in my job.

7. I have learned something that I have never been faced with before. I know it will help me to do a better job in my dealing with people.

8. Learning to plan an adult basic education program for adults.

9. Learning about some of the basic needs I have to meet.

10. The way the instructor handled the situation. Very understanding and competent.

11. Learning ways of reaching the adult.

12. Dr. Dutton was well prepared, but I was confused on the first day because I had not been exposed to some materials.

13. I learned a lot of new words that I did not know about. I hope I can do better in the near future.

14. The material was very good and will be very useful in dealing with adults.

15. This information will be very useful. We needed training in this particular field.

Weaknesses of Workshop

1. I did not have time to study, and I did not know about it soon enough.
2. The long hours were tiring.
3. Time element was too short for course.
4. I could not remember, as I would like, all the things talked about.
5. Period of time allotted for course too short.
6. If there had been more time for the workshop instead of crowding it into five days, I think it would have been more effective.
7. Eight hours in one classroom is too long.

APPENDICES

APPENDIX A

GROUP MEMBERS

Group I

Elvira Herron
Ruth Hill
Jim Jordan
Doris Maxwell, Chairman
Emma Jean Spencer
Estell Taylor

Group II

Roxie Ann Brown
Emma Jean Carpenter
Alma Gilder
Mary Feemster, Chairman
Mary Vandergrift

Group III

Carrie Virginia Cheairs
Minnie Jameson, Chairman
Oliver Knight
Lucille Peterson
Lillie Mae Saine

Group IV

Joyce Degrafinried, Chairman
Andrilla Dickerson
Bessie Johnson
Ethel Jordan
Geneva Williamson

APPENDIX B

LIST OF PARTICIPANTS

Roxie Ann Brown
Job Placement Specialist
Manpower and Economic
Development Administration
Somerville, Tennessee

Emma Jean Carpenter
ABE Teacher Aide
Manpower and Economic
Development Administration
Somerville, Tennessee

Carrie Virginia Cheairs
ABE Teacher
Manpower and Economic
Development Administration
Somerville, Tennessee

Joyce Degrafinried
Assistant Director of Curriculum
Manpower and Economic
Development Administration
Somerville, Tennessee

Andrilla Dickerson
ABE Teacher Aide
Manpower and Economic
Development Administration
Somerville, Tennessee

Mary B. Feemster
ABE Teacher
Manpower and Economic
Development Administration
Somerville, Tennessee

Alma Braswell Gilder
Social Worker
Fayette County Economic
Development Commission
Somerville, Tennessee

Elvira Herron
ABE Teacher
Manpower and Economic
Development Administration
Somerville, Tennessee

Ruth Lambert Hill
Assistant Director
Curriculum Supervisor
Manpower and Economic
Development Administration
Somerville, Tennessee

Minnie H. Jameson
Counselor
Manpower and Economic
Development Administration
Somerville, Tennessee

Bessie M. Johnson
ABE Teacher Aide
Manpower and Economic
Development Administration
Somerville, Tennessee

Ethel Bell Jordan
Counselor Aide
Manpower and Economic
Development Administration
Somerville, Tennessee

Jim Jordan
Manpower Coordinator
Assistant Director
Manpower and Economic
Development Administration
Somerville, Tennessee

Oliver M. Knight
ABE Teacher
Manpower and Economic
Development Administration
Somerville, Tennessee

Doris Maxwell
Director of Day Care Centers
Manpower and Economic
Development Administration
Somerville, Tennessee

Lucille Peterson
ABE Teacher Aide
Manpower and Economic
Development Administration
Somerville, Tennessee

Lillie Mae Saine
ABE Teacher
Manpower and Economic
Development Administration
Somerville, Tennessee

Emma Jean Spencer
ABE Teacher Aide
Manpower and Economic
Development Administration
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Estell V. Taylor
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Mary E. Vandergrift
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Development Administration
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